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ABSTRACT

Part of a program to develop a comprehensive public service curriculum for Georgia public schools, these ten teacher resource units are designed to acquaint the elementary school teachers with basic information concerning public service occupations. Each unit addresses itself to a specific grade level and each includes an overall goal, specific objectives, list of student activities, list of needed resources, notes on evaluation, and suggested subject (e.g. language arts, social studies) with which the unit may be integrated. The ten unit topics and their respective grade level are as follows: (1) school: the people and their jobs (grade 1), (2) community service workers (grades 1 or 2), (3) school: functions and appreciation of its employees (grades 1 or 2), (4) court workers (grade 2), (5) law enforcement (grade 2), (6) my world: natural resources jobs (grade 2), (7) the fireman (grade 3), (8) post office (grades 3 or 4), (9) people working for people: social and economic service agencies (grades 4 or 5), and (10) our town: jobs in rural, urban, and community development (grades 5-6). (JT)

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CAREERS IN PUBLIC SERVICE

ELEMENTARY RESOURCE UNITS

INTRODUCTION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Unit in the Public Services Cluster
Applied Program of Public Service
Gwinnett County Schools
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FOREWORD

This "Public Service Awareness" book contains ten teacher resource units designed to acquaint elementary school teachers with basic information concerning public service. Each unit addresses itself to a specific grade level and the units conform to the requirements of most contemporary career education models.

These teacher resource units in Public Service are part of a program to develop a comprehensive public service curriculum for Georgia Public School Systems. Following these units there is a sequential, developmental program for the student in middle school and high school.

As with all curriculum materials and guides, the information contained here is a beginning point. In order for this course to effectively meet the needs of each individual student, the user must adapt to local and individual student needs. Also, in order for these materials to be effective, specific curriculum must be prepared in advance by the teacher.

This material was prepared by the "Applied Program of Public Service" under a direct grant to Gwinnett County Schools from the Georgia State Department for Adult and Vocational Education (OAVE). OAVE is presently under the direction of Dr. Russell Clark, Assistant Superintendent for Adult and Vocational Education Program.

In the development of this book, special consideration should go to Mr. Michael Christian. The information contained in this material was developed while Mr. Christian worked as a consultant to this project.

Daniel L. Cowart
Project Coordinator and Operations Director

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The APPS staff owes a debt of gratitude to the United States Office of Education and the California Board of Education (Grant OEG-0-71-4781) which developed some original public service materials. Some of the content materials developed for teacher use in the above mentioned project, have been adapted for direct student use.

In addition, the following people and organizations directly contributed to the development of these materials.

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J.W. Benefield	Superintendent, Gwinnett County Schools	Snowdell Jackson	Typing, layout, and design
Franklin Lewis	Principal, North Gwinnett High School	Denise McDaniel Anita Duncan Linda Harper	VOT Students, North Gwinnett High School
Charles Mantooth Marion Scott	Directors, Gwinnett County Vocational Education		
Charles Hill	Formative and Product Evaluation		
Patricia Brooks	Editing		

UNIT: School

GRADE LEVEL: 1

GOAL: To develop an awareness of the school, the people required to keep it going, and the jobs they do.

OBJECTIVES:

1. The student will be able to identify locations in the school and know what activities occur there.

2. The student will demonstrate an awareness of at least five (5) educational jobs.

GOAL	BEHAVIORAL OBJECTIVES	ACTIVITY
To develop an awareness of the school, the things that happen there, the people who keep it going, and the jobs they do.	The student will be able to identify locations in the school and know what activities occur there	Take a walking tour of the school (both inside and out). Students should be asked to be good detectives noting: - who works in the school - what they do - where they work - the tools they use Discuss the places you visited on your tour, Whom did you see, what were they doing, what was their room/office like, and what tools were they using? The class should prepare a bulletin board depicting a floor plan of the school and the surrounding grounds.

RESOURCES	EVALUATION	SUBJECT (Interlock)
	Each student will tell about one worker he/she saw during the tour, in a class discussion.	Language Arts
	Each student will complete a part of the display by coloring, painting or cutting.	Art/ Social Studies

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GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY
	The student will demonstrate an awareness of at least five (5) educational jobs.	Each student should select one place in the school that they visited, draw and color a picture of the location depicting the school employee and his/her worker environment. Students should label their pictures with the employee's job title. Every student should then place his picture on the bulletin board in the location where that employee commonly works. Lead a discussion of what the students learned about their school, the people who work there, and the jobs they do. Ask students to describe which jobs they would like and which jobs they would not like and explain why. They may also consider jobs which they could do now and those which would require more training.

RESOURCES	EVALUATION	SUBJECT (Interlock)
	(Observe)	
paper, crayon, paint	The student will demonstrate a knowledge of at least one school employee and the work he/she does by completing a picture of that employee in their work environment.	Art, Language Arts, and Social Studies
	(Observation)	
	The students should begin to watch their own likes, abilities, and preferences with jobs they learned about.	Social Studies
		Language Arts, Social Studies

UNIT: Community Service Workers

LEVEL: 1 or 2

GOAL: To expand the students' awareness of the number and types of services provided in their community and to develop and appreciation of the worker and his/her role.

OBJECTIVES:

1. The student will demonstrate an awareness of service workers by responding to an interview situation about a service worker's job.

2. The student will show his/her appreciation of the service worker and the work he does by replying positively to " who would help you if..." questions.

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY	RESOURCES
		(Alternative) Prepare a "Who's Who" directory of service workers in your neighborhood. The directory may consist of pictures from newspapers or magazines or be prepared by the students.	Paper, scissors, tape, paste, magazines, newspapers, etc.

EVALUATION	SUBJECT (Interlock)
Each child shall participate and the visual representations should reflect positive attitudes toward service workers.	Art - Language Arts - Social Studies

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY
To expand students' awareness of the number and types of services provided in their community, and to develop an appreciation of the worker and his/her role.	The student will demonstrate an awareness of service workers by responding to an interview situation about a service worker's job.	Prepare a map of your neighborhood (or of a typical neighborhood). Be sure the map is large enough to allow each student to contribute to it. Attention should be given to locating the school, streets, homes, and businesses. After the map is prepared, the class should: - take a walk through the neighborhood - take a ride through the neighborhood, or - be asked to observe the neighborhood while going to and from school Through a group discussion, prepare a list of people in your neighborhood who provide services (do things for others). The following are a few jobs which may be considered: mailman, paper boy, cab driver garbage collector, bus driver, cook telephone worker, minister, barber/beautician policeman, doctor, pilot fireman, nurse, mortician teacher, street cleaner, crossing guard

RESOURCES	EVALUATION	SUBJECT (Interlock)
Paper, pencils, crayons, paint, scissors, tape, paste	Observe that each student participates in the identification and preparation of parts of the map.	Art - Social Studies
Chalkboard and chalk	Observe everyone participating in the discussion	Language Arts - Social Studies

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY	RESOURCES
		Ask the students to choose one of the workers discussed, and to make a puppet or picture of that worker. The puppet may be attached to a small stick, ruler, or tongue depressor. Students should be encouraged to talk to their parents, relatives, neighbors, or others about what their worker does. (Note: you may want to help provide each student with such information.) After completing the puppets, each student will show his/her puppet to the class, telling about that worker, what he does, and showing where he works by placing his/her puppet on the map. Questions should be encouraged.	Paper, scissors, paste, tape, pencils, crayons, etc., art supplies

EVALUATION	SUBJECT (Interlock)
Each student will complete a puppet or picture.	Art
	Language Arts
Each student will demonstrate some awareness of service workers through their presentations.	Language Arts - Social Studies

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY
		(Alternative) Invite some service workers into your class to talk with the boys and girls about their work. (Check M-CESA Career Reference Handbook)
	The student will show his/her appreciation of the service worker and the work he does by replying positively to "who would help you if..." questions	Conduct a group discussion about "Who would help you if..." (sample questions) your pet was lost you got sick you needed to get to school you wanted to learn something you had a lot of garbage you needed gas you were lost your telephone wasn't working you had a fire you wanted to send a letter you needed to cross a busy street your classroom was dirty

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RESOURCES	EVALUATION	SUBJECT (Interlock)
	Each student should have a chance to respond to at least one question. If their answers do not reflect an appreciation for the worker, a follow-up question such as, "What if you didn't have a ..." should serve to elicit the desired response	Language Arts - Social Studies

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UNIT: My School

LEVEL: 1 or 2

GOAL: To develop the child's awareness of school personnel, the functions of the employees, an appreciation of the workers, and basic interaction with various school workers.

OBJECTIVES:
1. The Student will identify at least five (5) workers in his/her school
2. The Student will be able to describe the chief function of the workers they meet in their school.

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY	RESOURCES
To develop the child's awareness of school personnel, the functions of those employees, an appreciation of the workers, and basic interaction with the various school workers.	The student will identify at least five workers in his/her school	Have teachers and other school employees visit the class for about ten (10) minutes every other day for an introduction and interview. Each visitor should briefly describe their job. Visit that employee's room or primary work setting on the day following the interview. View the film: Discuss the employee's work setting. Draw a picture of the employee in his/her work environment Write the employee's name on the picture	Resource people (school employees) "Helpers at Our School" 11 min. Coronet paper, crayons, paint, scissors, etc.

EVALUATION	SUBJECT (Interlock)
Observation: The student will demonstrate knowledge of each employee by addressing each by name on the playground, in the lunchroom, in the halls and while entering and leaving the building with 90% accuracy by the end of the first six (6) weeks of school.	Language Arts
	Social Studies
	Art
	Language Arts

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY	RESOURCES
	The student will be able to describe the chief function of the school workers they met in the preceeding activity.	The class will construct a bulletin board depicting the floor plan of the school. Each student will be responsible for being a good detective and discovering who works in each area, what they do, and what kinds of equipment is used. (The teacher may assign pairs or small groups to the same area if the school is small or if an area is large or complicated). (Most students will be able to recall the area from their visit with the workers in the previous activity. Some additional visits may be necessary.) Each student will place his/her picture on the bulletin board, briefly describing what they learned about that worker and his/her job.	Construction paper, crayons, paint, scissors

EVALUATION	SUBJECT (Interlock)
	Art/Social Studies
(Observation) Each student will participate in the activity by visiting one area of the school, seeking the necessary information through observation and/or interviews, and properly placing his picture on the bulletin board and describing what he/she learned.	Language arts, Social Studies

UNIT: COURT WORKERS

LEVEL: 2

GOAL: To help the student develop an awareness of the courts and the people who work there.

OBJECTIVES:

1. The student will demonstrate a knowledge of the different types of courts in the county.

2. The student will be able to show his/her knowledge of job titles and people who work in the county court system.

3. The student will demonstrate an understanding of the roles of workers in the county court system.

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY
To help the student develop an awareness of the courts and the people who work there	The student will demonstrate a knowledge of the different types of courts in the county.	View filmstrip: "A Trip to a Court" Education Reading Service Conduct a brief group discussion, pointing out the various courts. Ask each student to draw and label a picture of each court.
	The student will be able to show his/her knowledge of job titles and people who work in the county court system.	Look at pictures of county court employees. Discuss the pictures, the workers, and what they do. Prepare a bulletin board using the pictures with job titles and names. Keep pictures separate from job titles and names.

RESOURCES	EVALUATION	SUBJECT (Interlock)
Filmstrip, projector paper, pencil, crayons, etc.		
	Each student will complete a picture of each court including proper labeling.	Art, Social Studies
(photography if published pictures are not available)		
Construction paper, scissors, crayons, etc. Yarn	Each child shall be able to identify a minimum of 4 county court workers by connecting the pictures and job titles with pieces of yarn.	Art, Language Arts, Social Studies

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY	RESOURCES
	The student will demonstrate an understanding of the roles of workers in the county court system.	Over a period of several days give the students an opportunity to role-play a variety of court roles by having a series of simulated mini-trials. Examples of roles: sheriff — witness(s) defendant — jury (10-12) defense attorney — court reporter prosecutor — baliff judge Sample trials: theft — civil suits, traffic — etc. murder	Role cards

EVALUATION	SUBJECT (Interlock)
Each student will demonstrate an awareness of the role of at least 4 court workers by performing in a role playing situation.	Language Arts, Social Studies

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UNIT: Law Enforcement

LEVEL: 2

GOALS:

1. To make the student aware of the need for rule enforcement in every day school experience and daily home life situations in order to insure the general welfare of a group working or living together; and its relationship to the need of law enforcement in his community and our world.

2. To make the student aware of the varied careers that surround law enforcement.

OBJECTIVES:

1. The student will be able to gain knowledge of the need for enforcing rules at school.

2. The student will be able to gain knowledge of the need to enforce rules at home.

3. The student will be able to gain knowledge of the importance of law enforcement in his community.

4. The student will be able to gain comprehension of the jobs involved in law enforcement.

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY
To make the student aware of the need for rule enforcement in everyday school experience and daily home life situations in order to insure the general welfare of a group working or living together and its relationship to the need of law enforcement in his community and our world.	The student will be able to gain knowledge of the need for enforcing rules at school.	Invite the principal, other teachers, or people responsible for rule enforcement in school to the class. As them to describe rules and why. Make a list of rules for the bulletin board indicating who enforces them. Leave list on bulletin board for several days, reminding students of the list. Have students role playing situations in which they assume the role of the enforcer of the rule. Show filmstrip (re-inforcement)

RESOURCES	EVALUATION	SUBJECT (Interlock)
Resource persons		
Chart paper, markers		Art, Language Arts, Social Studies
Filmstrip: "Cheating in School" Singer Society for Visual Educ., Inc.	Each student should have an opportunity to role play one situation in which he explains the need for some rule and its enforcement.	Language Arts, Social Studies

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY
To make the student aware of the varied careers that surround law enforcement.	The student will be able to gain knowledge of importance of law enforcement in his community.	Follow-up: Discuss reasons why school laws, family rules, and community rules and laws must be enforced, and cite anyone in the community who aids in rule and law enforcement.
		Students will think of and relate to class examples and names of persons in television stories that enforce law. (The FBI stories each week involve many varied workers in the field of law, as well as supporting and relating workers) To be used as pleasurable home assignments. Point out that many stories on TV have some type of law enforcement in their plots.
	The student will be able to gain comprehension of the jobs involved in law enforcement.	Over a period of 20 minutes a day--Monday through Thursday--teacher and students will discuss, spell, describe, and write names of these persons with emphasis on the duties of these persons.
		View filmstrip Discuss

RESOURCES	EVALUATION	SUBJECT (Interlock)
	Each student should participate in the discussion	
TV Guide		
paper, pencil	Each student shall compile his/her own list, accurately spelling and describing the jobs discussed	Language Arts Social Studies
Filmstrip: "Policeman at Work" Curriculum Filmstrips		

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY
	The student will be able to gain knowledge of the need for enforcing rules at home.	Each student should compile a list of rules enforced in his home. Compile a master list for the class discussing why each rule is necessary and emphasizing why some rules are more important than others. Discuss question: 1. Do you receive different kinds and amounts of punishment for breaking less or more important rules at home? Why? Is this also true of school? 2. Can you think of any crimes that might deserve more punishment than others? (Discussion). (Students may involve families in the gathering and categorizing into greater and lesser crimes) Discuss each; make charts of clippings in order of importance; what types of law enforcement involved? Show filmstrip: (re-inforcement)

RESOURCES	EVALUATION	SUBJECT (Interlock)
Paper, marker		
	The student will demonstrate knowledge of the need for rules at home by acting out and telling who would enforce punishment if the rule was broken and what might happen if there were no one to enforce these rules.	Social Studies
Newspapers, Scissors, Tape		
Filmstrip: "Breaking Family Rules" Singer Society for Visual Educ., Inc.		

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ACTIVITY	RESOURCES
Each student should select one of the jobs discussed and construct a sock puppet of that person. Examples: judge, policeman, fingerprint expert, lawyer, prison wardens, jailers, detective, secret service agent, etc. Allow each student to show their puppet and let the puppet tell what his job is and why it is needed.	Socks, glue, needle, thread, scrap material, markers, etc.

Additional Activity:

Hands-on activity: Make a jail house out of cardboard (large enough to move about inside). It is my wish that the teachers in the primary block in my school will participate somewhat by sending their misbehaviors to our jail for both fun and involvement. They will be interviewed by the student who is acting administrator for the day, and will be released by a jury of 12 voting students. Hopeful time period of this exercise is 2 weeks.

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EVALUATION	SUBJECT (Interlock)
Each student will complete a puppet.	Art
Each student will let his puppet accurately describe the job of a particular law enforcement person.	Language Arts Social Studies

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UNIT: MY WORLD

LEVEL: 2

GOAL: To provide an awareness of natural resources, their conservation, its relationship to man, and some jobs involved in that conservation.

OBJECTIVES:

1. The student will gain a comprehension of natural resources, conservation, and basic jobs in forestry.
2. The student will experience basic activities related to conservation.
3. The student will be able to gain a comprehension of the effects of waste on the environment.
4. The student will demonstrate an awareness of a variety of resource management jobs through role playing situations.

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY
To provide an awareness of natural resources, their conservation, its relationship to man, and some jobs involved in that conservation.	The student will gain a comprehension of natural resources, conservation, and basic job in forestry.	View film Have a discussion of film: Suggested questions are: - what are natural resources you saw in film? - can you name other resources? - what is conservation? - what workers did you see in the film? Show filmstrip, continue discussion
	The students will experience basic activities related to conservation	Begin a long-term project in which each student will plant a tree, vegetable, flowers, etc. Record the growth of the plants over a period of several weeks. Discuss process of restocking and replenishing resources

RESOURCES	EVALUATION	SUBJECT (Interlock)
16 mm. film "Natural Resources" Counselor Films pur/rent	Each child should participate in the discussion	Language Arts Social Studies
Filmstrip "Workers for the Public Welfare" Eyegate		
Manila folders, coffee cans, potting soil, seeds	Each student will plant seeds, observe and record plant growth	Language Arts, Science
"Plants and Seeds" Teaching Picture Set David S. Cook Publishing Co.	Each student should respond verbally to discussion of replenishing of resources and jobs involved	Social Studies

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GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY
	The student will be able to gain a comprehension of the effects of waste on the environment.	Place goldfish or minnows in two bowls. Over a period of time, contaminate one bowl with excessive food. Allow the students to observe and discuss the effect that waste materials has on animals and humans.
		Discuss other kinds of resources that are affected by excess waste and contamination and the resulting effects on people.
	The student will demonstrate an awareness of a variety of resource management jobs through role-playing situations.	Show film, "Environment". Discuss additional needs for resources management and jobs needed to conserve resources.
		Ask students to assume various roles in situations such as:
		- hunters wanting game; wardens want to conserve wildlife
		- industrialist wants to dump waste.

RESOURCES	EVALUATION	SUBJECT (Interlock)
Fish, bowls, and food	Observe that each student participates in the activity and related discussions.	Science Social Studies

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ACTIVITY	EVALUATION	SUBJECT (Interlock)
Environmentalist want to preserve nature. Discuss what must be done (jobs) in each situation	Observe each student in a role-playing situation and then allow each an opportunity to identify at least two jobs needed to preserve resources.	Language Arts Social Studies

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UNIT: THE FIREMAN

LEVEL: 3

GOAL: TO PROVIDE THE STUDENT WITH INFORMATION ABOUT JOBS AND DUTIES OF FIRE DEPARTMENT EMPLOYEES.

OBJECTIVE: THE STUDENT WILL DEMONSTRATE AN AWARENESS OF THE JOBS AND BASIC DUTIES OF FIRE DEPARTMENT EMPLOYEES.

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY
To provide the student with information about jobs and duties of fire department employees.	The students will demonstrate an understanding of the workers and duties of fire department employees.	View film: Discuss Plan a field trip to the local fire station. Ask students to observe firemen at work, noticing what they do when they aren't putting out fires, see the equipment,wearing apparel, sleeping quarters, alarm system, etc. Choose one of the following: 1. Have students write stories about the firemen. The stories should illustrate the students' knowledge of fire control methods, firemen's duties, and the work setting. 2. Build a model fire station. Each child can construct a fireman's hat. Equipment can be made from modeling clay or play dough.

RESOURCES	EVALUATION	SUBJECT (Interlock)
Films: "Fire-Cause for Alarm" Bell Telephone "A Way with Fires" Bell Telephone Field trip permission, transportation, etc.	Each student should participate	Science, Language Arts
paper and pencil	Content should show awareness of firemen's jobs, work setting, and basic fire control methods	Language Arts, Science
paper, crayons, paste, scissors, stapler, clay		Art, Social Studies, Science

ACTIVITY	RESOURCES	EVALUATION	SUBJECT (Interlock)
Follow construction with role playing activities such as: - acting out a fire drill - putting out a fire - having fire house inspection		All students should participate in building the model. Each should have an opportunity to demonstrate knowledge of fire department jobs through role playing.	
Additional Activities:			
View filmstrip Listen to record	"Firemen at Work" Singer Society "The Little Fireman" RCA		Music

UNIT: Post Office

LEVEL: 3 or 4

GOAL: To make the students aware of jobs available and the basic duties of workers in post office jobs.

OBJECTIVES:

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GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY
To make the students aware of jobs available and the basic duties of workers in post office jobs	The student will develop an awareness of post office services and jobs available.	Invite postal employee to class, and/or go on field trip to post office. View film: Read and discuss: Let's Go To A Post Office, Naomi Buchheimer, Putnam, '64. or I Want To Be A Policeman, Children's Press, Clara Green
	The student will demonstrate his/her understanding of post office jobs and their duties by assuming the role of at least three jobs in a post office simulation.	Make your own post office in your room. Using boxes, make a post office. Use classes work as mail. Sort papers by students location. Deliver to location, not to student. Assign and rotate duties. Papers not containing proper address information will go to a dead letter file. Students will have to claim them at the post office. Divide room into sections, giving each student an address. Mail will be sorted by section, then by address. Wrap-up discussion. Summarize findings and feelings.

RESOURCES	EVALUATION	SUBJECT (INTERLOCK)
Resource person Field trip "The Post Office and Postal Workers" Eyegate	Each student, over an extended period, should have an opportunity to assume a number of the jobs necessary to operate your post office.	
Boxes, paper, crayons	Each student should verbally describe at least four jobs in the post office.	Language Arts, Art, Social Studies

UNIT: PEOPLE WORKING FOR PEOPLE

LEVEL: 4 or 5

GOAL: TO DEVELOP AN AWARENESS OF SOCIAL AND ECONOMIC SERVICE AGENCIES, THE KINDS OF SERVICES THEY PROVIDE, THE JOBS AVAILABLE IN THOSE AGENCIES, AND BASIC DUTIES OF WORKERS.

OBJECTIVES: See attached sheets

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GOAL	BEHAVIORAL OBJECTIVE	ACTIVITIES
To develop an awareness of social and economic service agencies, the kinds of services they provide, the jobs available in those agencies, and basic duties of workers.	The student will gain comprehension of at least 4 services of social and economic service agencies.	Introduce unit with brief discussion of social and economic services. Show film - "Social Services and the Social Worker." Discuss film: Make a list on chalk board of as many services as class can name. Divide class into small groups, 2 or 3 each, and ask them to go through the phone book and make a list of as many social and economic service agencies as they can. Compile each group's list into a master list.

RESOURCES	EVALUATION	SUBJECT (interlock)
Film: "Workers for the Public Welfare - Social Services and the Social Worker"		
Chalk board	Observe that every student participates in the discussion.	Social Studies
8-10 phone books paper and pencil	Each student should participate in small group.	Language Arts
	Each group should contribute their list.	

BEHAVIORAL OBJECTIVE	ACTIVITY	RESOURCES
	With the help of the class, try to categorize agencies according to services: Try to get students to discover service categories. (Housing, employment, economic, personal)	Chalk board
The student will be able to describe at least 4 jobs in social/economic service agencies.	Divide into groups again (2 - 3) Each group should select one agency from each of 2 categories and write letters to the agency asking about jobs in the agency and worker duties. After a period of about 2 weeks, those who received responses should report on what they learned about their agency. Those who do not get responses to their letters may be responsible for tabulating the results. Discuss findings.	Master list pencil, paper, envelopes, postage

EVALUATION	SUBJECT (Interlock)
Solicit as much participation as possible.	
Every student should be able to orally state at least 4 services rendered by those agencies.	Social Studies
If possible every student should prepare and mail a letter.	Language Arts Social Studies
	Language Arts Social Studies

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UNIT: Our Town

LEVEL: 5 - 6

GOAL: To make students aware of the problems involved in rural, urban, and community development, and the jobs available in that sector of public services.

OBJECTIVES:
1) see attached sheets
2) see attached sheets

GOAL	BEHAVIORAL OBJECTIVE	ACTIVITY
To make students aware of the problems involved in rural, urban, and community development, and the jobs available in that sector of public services.	The student will demonstrate an awareness of the types of problems encountered in R.U.& C. Development.	Introduce the unit by giving students a chance to role play a variety of situations related to R.,U., & C. Development. e.g. - re-zoning questions single to multiple family residential to light industry retail to industrial condemnation (right of emminent domain) highway right of way public housing civic buildings planning location of parks, schools, etc. Make a list of concerns which are expressed in each role playing situation. Conduct a group discussion in which the students identify as many problems and the sides or interests of each problem, as they can.

BEHAVIORAL OBJECTIVE	ACTIVITY
The student will demonstrate an awareness of the jobs involved in rural, urban, and community development by participating in a model city project and describing job roles needed to complete development.	Listen to tape recording. Divide your class into groups. One group will represent apartment or multiple family dwelling owners; one will represent retail business; another group will represent industry, and the last group will represent the city (or county) government. Construct a model city. Each group can be responsible for building and locating their buildings, etc. Any disagreements over locations will have to be settled through the proper governmental agency. Keep a log of all activities, disputes, and settlements. After the project is completed, have a thorough discussion of the entire project. Each student should be able to describe at least three jobs needed in local government to maintain harmonious development.

RESOURCES	EVALUATION	SUBJECT (Interlock)
		Social Studies
Cassette: "Urban Planner" #4543 Media Marketing, Inc.	Observe that students present a variety of sides or issues in each role playing situation.	
	Students may choose or you may assign them to groups.	Art - Social Studies
Posterboard, cardboard, paste, tape, scissors, paint, crayons, and other art supplies.	Every student should participate in the construction of the model.	Language Arts - Art, Social Studies

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